**Final Project- Biographies**

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**Digital Academy 2010-2011**

**CONTENT:**

* **STANDARDS:**

**Reading Applications: Informational, Technical and**

**Persuasive Text**

1. Use the table of contents, glossary, captions and illustrations to

identify information and to comprehend text.

2. Arrange events from informational text in sequential order.

5. Identify information in diagrams, charts, graphs and maps.

6. Analyze a set of directions for proper sequencing.

**GRADE 2 Technology Standards**

**Focus: Students will use a graphic organizer to write brief notes and sort relevant information about the topic into categories.**

**Benchmark A:** State what information is, and show where it can be found.

|  |  |  |
| --- | --- | --- |
|  | 1. | Tell about the purposes for information use (e.g., information is helpful to solve problems, find answers, learn). |
|  |  |  |
|  | 2. | Distinguish between fact and fiction (e.g., discuss and compare a fact-based document about a topic with a story about the same topic). |
|  |  |  |
|  | 3. | Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic). |
|  |  |  |
|  | 4. | Find information about a question using library resources. |
|  |  |  |
|  | 5. | Use information to communicate findings orally, visually or in writing and draw conclusions about findings. |
|  |  |  |
|  | 6. | Check the work and explain the process used to find information. |

**GRADE 2: Language Arts Research Grade-Level Indicators**

1. Create questions for investigation, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Websites) and collect date (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information and write brief notes about the information.
5. Sort relevant information about the topic into categories with teacher assistance.
6. Report important findings to others.

* **WHAT WILL STUDENTS KNOW AND BE ABLE TO DO?**
  + Students will be able to read a biography at their individual reading levels.
  + Students will be able to fill out a graphic organizer with questions and answers about the biography read.
  + Students will be able to research and gather more facts from different internet resources or other informational texts.
  + Students will be able to gather all of the information to decide on which information should be included in their presentations.
  + Students will be able to use either a Powerpoint presentation or en.linoit.com (a virtual poster board program) to present the material.
  + Students will be able to present their final projects to the class and projects will be posted onto our classroom’s blog.

**PEDAGOGY**

* **WHAT TEACHING METHODS AND INSTRUCTIONAL STRATEGIES WILL YOU USE?**
  + Teaching methods and instructional strategies will vary for this project. Students will be reading and creating a presentation on a biography of a famous person in a small group of 6-8 students. Students will be given a choice of 3-4 different biographies. They will then individually read their selection and then reread it with a partner. After the story is read students will be given a graphic organizer to fill in and add onto from other resources. I will show them both research presentation tools (en.linoit.com and Powerpoint) and give them an example of both using different biographies. Students will then choose which presentation tool to use, and use their graphic organizers to form their presentations individually.

**TECHNOLOGY**

* **WHAT TECHNOLOGY WILL SUPPORT OR ENHANCE STUDENT LEARNING?**
  + Students will be able to learn about and use one of two different presentation tools. One technology tool students used in first grade was Powerpoint. Students may use that tool or may challenge themselves to use linoit.com. Students will then be able to use an individual computer to complete their work. Once completed they will present their information to the class using a presenter and a laptop through our classroom blog.

**STUDENT WORK SAMPLES**

Below is a link to my classroom’s blog. You can view all of the virtual sticky presentations through the main home page, by clicking on the student’s name, and logging in to the program using harmon\_michelle5 as the username and harmon as the password

[**http://harmonsecondgrade.blogspot.com/**](http://harmonsecondgrade.blogspot.com/)

**Below is what the students filled in after they read their biography.**

**Biography Report**

Person’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Born \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Died\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is important about this person?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How did they impact others, science or nature?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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List 4-5 important details or accomplishments of this person

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**RUBRIC**

Students were evaluated on their work and their presentation to the class. Below is an example of the rubric used to grade the students. (see below)

**Biography Report Rubric**

**I included the following in my online presentation:**

I completed my graphic organizer

Person’s Name

Born

Died/or still living

What is important about this person

How they impacted others, science or nature

Listed 4-5 important details or accomplishments of this person

I organized my presentation neatly and included at least 2 pictures.

**Oral Presentation**

I spoke loudly so all could hear

I was confident about the information I shared

I shared where I gathered my information

I was able to answer any questions from the audience

Comments:

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

YES OR NO

**REFLECTION**

This project was very beneficial to my students and also me, as a teacher. The students were able to use a new technology program, and further their researching skills throughout this activity. I was able to explore further through this new program, encourage collaboration with the students, and incorporate a new way to present information. I also encouraged my 2nd grade teammates to try out a new program with their students on a future project.

The technology I used was an excellent fit for the content and pedagogy of the lesson. I believe the children were able to clearly demonstrate their knowledge through the online poster board. They were engaged with the program, and were able to work collaboratively with me and the others in the group to learn new things about the program. It was exciting for the students to explore a new program and to create their own poster board. Students were very interested in working on the computer, rather than just using markers or posters. It was also very interesting that all the students chose to do the linoit program rather than powerpoint. They said it was “way cooler than powerpoint.” In my opinion, students liked how the posterboard was visually appealing and adding in the icons and colorful sticky notes.

Next time I would encourage students to check over their work closely so that their final project didn’t have mistakes or misspellings. I would also encourage students to find more information through other books and internet resources to add into their research. I believe that it would also be more beneficial to have the students work in partners for their online sticky notes so that they can collaborate in what information would be important to present.

I have already shared this project with my colleagues and we are going to add this into our research project for next year.